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ABSTRACT

An inventory for storing data on a sociocultural system was designed (a) to favor the emergence of a structural-functional model, and (b) to generate the descriptive knowledge most useful for a practical understanding of the life style. Thirty sections are grouped into four subsystems, adapted from those of the sociologist Talcott Parsons: the culture, the society, the ecology, and the individual personality. A fifth main heading is devoted to the culture bearer's perceptions of other cultures. The first three sections of Parson's cultural subsystem, namely the culture-wide values, habits of thought, and underlying assumptions, are equated with the "main themes" of the culture as defined by the anthropologist Morris Opler: if the definition of each main value is amplified to include the pertinent habits of thought and assumed realities, then the value can be perceived as it appears to those who live in the culture. The main themes serve as a manageable-sized handle which the student can grasp. These generalized themes give insight into the situation-specific norms which govern institutionalized roles; and the specific norms, in turn, serve to caution one against regarding the generalized themes as a self-dependent description of the life style. (Author/CLK)

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THE "EMERGENT MODEL"
(Structured inventory of a sociocultural system)
APPLIED TO CONTEMPORARY FRANCE

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EDITOR'S NOTE

For approximately seven years, Dr. Nostrand's "Emergent Model" has existed in one form or another. Revisions and refinements have been made on a regular basis, and applications of the Model have been made to various sociocultural systems. The following form of the Model represents, in the opinion of Dr. Nostrand, myself, and others, the most up-to-date index to sociocultural study available to Foreign Language educators.

The "Emergent Model" is one of the products of an extensive project undertaken by Dr. Nostrand with the assistance of federal funding. That project also provided us with one of the most complete collections of information pertaining to French culture. All of this work has been widely cited and quoted by those who are actively engaged in sociocultural investigation. However, very little of this material has been published in our journals. This has made it most difficult for many teachers to obtain this valuable information. [When I was beginning to write my dissertation, it was necessary for me to contact Dr. Nostrand by letter, asking that he lend me a copy of his material. He instead gave me dittoed copies of "Emergent Model" and other selections, an act for which I am most grateful].

How does one use the "Emergent Model"? At the risk of understating its use, let me suggest that all teachers initially *view it as a 'Dewey Decimal System' for categorizing cultural information pertinent to second language study. Just as in that well-known cataloguing system, specific topics of the "Model" fall under — and are related to — larger headings. The "Emergent Model" permits teachers and students to place a specific sociocultural event in a position of relatedness to other events, thereby emphasizing the "common spine" shared by many sociocultural ribs. That "common spine" is, in many cases, the basis for defining cultural themes. In many ways, this ordering or systematizing of cultural topics aids in eliminating chaos by providing an element of scientific logic to the more holistic study of culture in the Foreign Language class. To illustrate how sociocultural actions align with individual categories of the "Emergent Model," the French culture is used as a sociocultural source.*

On behalf of AFLT, I wish to thank Dr. Nostrand for permitting us to bring the "Emergent Model" before our readers. In addition to AFLT readers, hundreds of language educators now have a widely distributed publication in which this sociocultural index may be easily located.

FLJ

Explanatory Note. The 30 headings written in capitals (I.A., I.B., etc.), and the four subsystems in which they are grouped, are applicable to the life style of any population. The same is true of certain of the minor headings, written also in capitals. The four subsystems are adapted from the Harvard sociologist Talcott Parsons, who distinguishes four levels of organization, successively broader in range of inclusion: the human organism; the personality; social relations; and the culture patterns.

The present inventory aims to evolve, as data accrue, into a model of the forces that interact in a given life style. The first two Parsonian levels, limited to the individual, are here foreshortened into one, and an ecological

subsystem is added, on the hypothesis that it evolves in partial independence from the others. Attitudes toward other cultures and international organizations have been collected into a separate section (III.) so that the other sections may deal entirely with the one culture and society, as seen by bearers of the culture and by outside observers.

The best chance of transmitting a lifelong specialist's insight to observers who have limited time for the subject probably lies in relating *experience of* a culture's concrete manifestations to *knowledge about* the first three topics in the "Culture" subsystem as it is inventoried here: Values, Traits, and World-Picture. These three elements of a sociocultural system summarize the concrete manifestations collected into the remainder of the inventory. They constitute the culture's "ground of meaning": the basis of what makes sense to bearers of the culture; and for the outsider, a vantage ground from which to understand the meaning which an act or event takes on in that culture. A working concept of the ground of meaning can be further unified. If we add to each major value the traits, and assumptions of fact, essential for a full perception of the value, we arrive at the culture's main themes. These themes, with their interaction of mutual support or conflict, are probably the most concise of all descriptive knowledge that is true-to-fact enough to be useful. Seen in historical perspective, as a present stage evolving from a known past toward the resolution of current stresses and imbalances, the main themes of a contemporary people's life give insight into a culture in both its meanings: everyday behavior and historic achievements.

The "themal" description which is thus integrated into a sociological model has been devloped by the anthropologist Morris Opler of Cornell and the University of Oklahoma. While the basic model (tentatively, the topics written here in capitals) applies to all cultures, each culture has its own set of themes, which can be discovered inductively from manifestations throughout the sociocultural whole. In the Anglo culture, for example, achievement-success and pragmatism emerge as main themes, individualism is replaced by self-reliance, and intellectualism is omitted. No culture appears to have more than a dozen main themes: proliferation is countered by simplification, perhaps because an added theme multiplies painful value conflicts.

The cultural subsystem, including the themes, is common to an entire language area, but a sociocultural whole, in which that subsystem interacts with local social institutions and ecological problems, is limited to a part of the language area, such as a single nation.

The French example which illustrates here the expansion of the universal inventory suggests how it will need to be supplemented so as to serve for the storing of data peculiar to other cultures, while the headings in common still serve for later purposes of cross-cultural comparison.

Once a culture's main themes have been approximated, it is useful to define each theme under these aspects:

(a) its central value, with the variations according to social classes, age groups, and geographical regions,
(b) its typical manifestations, beginning with section I.D,
(c) its relation with the other themes which it supports or restricts,
(d) its relation to the traits in section I.B,
(e) its relation to the relevant assumptions in section I.C,
(f) the forces which are causing the theme to evolve,
(g) the changes in the theme that are consequently under way,
(h) constructive proposals for directing or exploiting the changes.

Underlying issues and decisions, such as the justification for distinguishing between culture and society, are examined in "Describing the sociocultural context of a foreign language and literature," pp. 1-25 of Albert Valdman, ed., *Trends in language teaching*, McGraw-Hill, 1966. How themes can be derived: "Theme analysis in the study of literature," pp. 182-97 of Joseph Strelka, ed., *Problems of literary evaluation: Yearbook of comparative criticism*, Penn. State U. Press, 1969. Later references, including writings of Morris Opler, are listed in "Empathy for a second culture: Motivations and techniques," pp. 263-327 of Gilbert A. Jarvis, ed., *Responding to new realities: The ACTFL review of foreign-language education*, vol. 5, National Textbook Co., 1974.

I. THE CULTURE

I. GENERAL
THE PEOPLE'S SELF-CONCEPT
FOREIGN VIEWS OF THE CULTURE
(Alphabetically by nationality)

I.A MAIN THEMES (The culture's value system and the tensions within it. — Cf.V. D.

I.A GENERAL

— Each theme centers around a major "value", in the broad sense of a pervasive or recurrent motive, need, aspiration, or other preoccupying concern.) The main themes form two clusters, which define the two ideals of the good person and the good society. In the French system, these clusters largely overlap: only the first two values below are qualities of the individual alone; and not one of the twelve is exclusively a societal feature. (Cf. I.C.4, the primacy of the individual over the collective!)

.1 The art of living: enjoyment of the life style one has chosen
.2 Intellectuality and "être raisonnable"
.3 Individualism and civil liberty (including acquisitive ambition)
.4 Realism and good sense (including health care and sensitivity to material conditions and conveniences)
.5 Law and order (including retributive justice, "la justice répressive")
.6 Distributive justice (including an increasing humanitarian concern and sensitivity to the deteriorating environment)
.7 Friendship
.8 Love
.9 Family
.10 Religion
.11 The quest for community (within a subculture), and loyalty to a province or region
.12 Patriotism and its object

(*NOTE:* Security is not a single value, since its different directives conflict among themselves. It is one element of each main theme except distributive justice, with which it usually conflicts.)

I.B TRAITS (Habits of reaction and of procedure — including cognitive style — which are not markedly valued or disvalued.)

.1 The unresolved opposition of coexisting pairs of traits, such as disciplined conformity and periodic revolt, cautious traditionalism and bold innovation.
.2 The concern to analyze relationships and to achieve form. (Edmund S. Glenn: 'a relational culture, on the continuum between the case-oriented mentality exemplified by the U.S. and the universalistic mentality exemplified by Russia'.)
.3 Deontological emphasis: i.e. on how one ought to act
.4 ~~Oral~~ Mouth orientation (language, gastronomy)
.5 Rather widespread: a low threshold of exasperation and impulsiveness
.6 The attitudes toward the human body, including sexuality
.7 Survival of certain traditional patterns, including, for some, superstitions

I.C WORLD-PICTURE (Assumptions of fact)

(HUMAN NATURE:)
.1 The self as a detached entity; and as a creation resulting from one's own actions
.2 Humanity as a quality that must be learned
.3 Appearances contrasted with inner reality

(SOCIAL RELATIONS:)
.4 Primacy of the individual over the collective
.5 A social structure still predominantly vertical
.6 Marked distinction between friends and "others"
.7 Mistrust toward authority
.8 Acceptance, periodically, of authoritarian reformers

(MAN IN NATURE, including attitudes toward LIFE and DEATH:)
.9 Adaptation to natural forces seen as necessary for exploiting them

(TIME CONCEPT:)
.10 The present in a context of past and future
.11 History as a storehouse of models from which the individual may choose

(SPACE CONCEPT:)
.12 Public and private contrasted; malaise in ambiguous areas
.13 Radial organization of space
.14 France as a frame of reference
.15 Current broadening perception of the international context

I.D VERIFIABLE KNOWLEDGE (From the sciences and humanities) For research institutions, see II.F. For applied sciences, see IV.

I.E ART FORMS
- .1 LITERATURE, opera and cinema
- .2 MUSIC AND THE DANCE
- .3 PAINTING AND SCULPTURE
- .4 ARCHITECTURE AND INTERIOR DECORATION (Urban planning is included in IV.E, Settlement and territorial organization.)
- .5 CLOTHING AND ADORNMENT (Including haute couture)
- .6 CUISINE (Gastronomy)
- .7 HUMOR (Recurrent patterns)

I.F LANGUAGE
- .1 PHONOLOGY, MORPHOLOGY, SYNTAX, and LEXICON
- .2 LEVELS OF DISCOURSE, including SLANG
- .3 CHANGE, including neologisms; language planning
- .4 Instructional grammar
- .5 Central place of the French language in the culture

I.G PARALANGUAGE AND KINESICS
(Vocal communication other than words, including intonation, accentuation, breaks; visible expression including facial expressions, gestures, postures and body motions, and proxemics: conventional distances between persons interacting socially)

II. THE SOCIETY

Defined as interpersonal and intergroup relations; and its institutions, defined by their component roles and the norms governing the roles. (These situation-specific norms are also components of the culture's generalized values, or main themes.)

II. GENERAL
HISTORY
RECENT SOCIAL CHANGE
Periodicals, General
STYLE OF ADMINISTRATION

II.A THE FAMILY (OR THE COMMUNAL MILIEU)
- .1 Origin of the affective, mother-child-centered family, scarcely antedating the eighteenth-century beginnings of Romanticism
- .2 Differentiation by social class and urban or rural setting
- .3 Current affective and legal changes

II.B RELIGIOUS INSTITUTIONS
- .1 The Roman Catholic majority; liberalization
- .2 The minority religions (See II.M.)
- .3 Decline of political alignment by faiths

II.C ECONOMIC - OCCUPATIONAL INSTITUTIONS
- .1 Business and industrial organization; the uneven modernizing of management
- .2 Governmental planning: the Sixth Plan
- .3 Poverty
- .4 The consumer; defense of the consumer
- .4 Marketing and marketing research
- .5 The economic aspect of regionalization
- .6 Economic provision for retirement

For unionism, see II.J. For technology including agriculture, see IV.

II.D POLITICAL AND JUDICIAL INSTITUIONS, including the police and military establishments
- .1 The electorate and parties analyzed into six categories: the Left and Right, the smaller Extreme Left and Extreme Right, The Center, and the usually inactive third of all potential voters, called "le Marais" (the swampland).
- .2 The elected officials
- .3 The resistant, rule-bound bureaucracy
- .4 The juridical system; paternal features of the State
- .5 The police
- .6 The military
- .7 Attitudes toward political regionalization.

(For demographic control, see IV.C)

II.E THE EDUCATIONAL INSTITUTIONS
- .1 Centralization, since Napoleon
- .2 Recent dissatisfactions at each age level
- .3 Current attempts to decentralize and to innovate; vested interest in traditional privileges
- .4 Nursery school
- .5 Primary grades
- .6 Secondary school

.7 Higher education
.8 Technical training
.9 Adult education

II.F THE INTELLECTUAL - ESTHETIC and HUMANITARIAN INSTITUTIONS

.1 The Ministry of Culture: State initiative in the arts. The Académie Française
.2 The Centre National de la Recherche Scientifique: State support of research
.3 Private artistic production and awards, e.g. in literature (Cf.II.H2)
.4 Private organizations devoted to research, the arts, philanthropy. See also II.C.4 and II.G.4
.5 Museums and libraries
(Prestige of intellectuals: see I.A.2.)

II.G LEISURE AND RECREATION

.1 Growing popularity of sports, camping and travel
.2 Vacations and holidays
.3 The Government's Maisons des Jeunes et de la Culture
.4 Private recreational organizations, including a new type of discussion club to which couples belong

II.H THE MASS MEDIA

.1 Newspapers and magazines
.2 Book publishing and readership
.3 The State-controlled television; radio
.4 The film (For the cinema as art form, see I.A.11)

II.J STRATIFICATION AND MOBILITY

.1 Social classes. The eleven or more socio-occupational groupings needed for some purposes may be combined into four or five classes: the upper class, or haute bourgeoisie (which includes the old aristocracy); the middle class including landed farmers; perhaps the petite bourgeoisie, including shopkeepers and low-paid office workers; the factory workers; and the farm laborers. (Cf. I.C.5.)
.2 Unionism. Closed shops rare, hence trade unions bargain as unstable coalitions. The union of business executives (Le Patronat Français); of doctors; unions of educational personnel
.3 Transitional mixture of job-related, working-class identification and at the same time, a growing feeling of upward mobility, as member of a large middle class. (For international mobility, see II.M.)

II.K SOCIAL PROPRIETIES (Le Savoir-vivre)

An exacting set of rules, long maintained by a strict socialization of children, is yielding at those points where it comes to seem repressive, or incompatible with the tempo and efficiency of modern life.

II.L STATUS BY AGE GROUP AND SEX

.1 MEN — decline of the autocratic husband and father
.2 WOMEN — increasing economic and social independence
.3 ADOLESCENTS — increasing autonomy of the age group
.4 CHILDREN — traditionally seen as incomplete adults, beginning to be recognized as having developmental tasks and satisfactions peculiar to each stage of growth
.5 THE ELDERLY — their plight attracting notice, as part of an expanding humanitarian concern (I.A.6)

II.M ETHNIC, RELIGIOUS AND OTHER MINORITIES

.1 Algerian, Portuguese, and Common-Market-country immigrants
.2 Protestants and Jews
.3 A subtle racial discrimination
(For loyalty to a province or region, see I.A.11)

II.N INTERPERSONAL AND INTER-GROUP CONFLICT

.1 Strikes: cf. II.J.2
.2 PROTEST: May 1968; the Left; students
.3 ALTERCATIONS: the important role of verbal skill

III. CONFLICTS

This section has been reserved to replace and expand sections II.N and V. D (Intrapersonal conflict), in the event that the study of conflict requires an elaborated description of the conflicts both between and within the categories of the other sections. (Section III would thus need many of the present categories plus additional headings for conflicts between them.) The uninstitutionalized conflicts, -- those for which the system provides no mechanism capable of resolving them, -- escape the system and so constitute to some degree an anti-system or a non-system. At the extreme of the uninstitutionalized conflicts are those where neither side admits the legitimacy of its antagonist. When the inventory is successfully converted into a model, however, the section or sections on conflict will be eliminated as the conflicts are absorbed into the expressions of interaction that distinguish the model from an inventory.

IV. THE ECOLOGY (Relationship of the population to its physical and biological environment) AND TECHNOLOGY

IV. GENERAL
Measures for control of pollution: integration of the efforts described in the subsections of IV.

IV.A EXPLOITATION OF PHYSICAL RESOURCES

IV. A GENERAL: PHYSICAL GEOGRAPHY, organized by ecological regions

- .1 SOURCES OF ENERGY
- .2 Mining
- .3 Industry (Automobile, chemicals, textiles, electrical equipment. . .)
- .4 Aerospace
- .5 Household equipment, appliances
- .6 Private telecommunication: mail service, telephone, telegraph

IV.B EXPLOITATION OF PLANTS AND ANIMALS

IV.B GENERAL: THE RURAL POPULATION

- .1 Agriculture, including wine production
- .2 FISHERIES
- .3 ANIMAL HUSBANDRY AND HUNTING
- .4 Forestry

IV.C DEMOGRAPHIC CONTROL (Action affecting natality and immigration)
For research, see I.D.; for research institutions. II.F.

IV.D HEALTH CARE AND ACCIDENT PROTECTION

- .1 NUTRITION
- .2 DISEASE PATTERNS, including alcoholism, drug abuse, and mental illness
- .3 MEDICINE, Dentistry, Psychiatry
- .4 Nursing
- .5 Hospitals
- .6 Medical insurance
- 7. Accident protection and insurance

IV.E SETTLEMENT AND TERRITORIAL ORGANIZATION (L'Aménagement du territoire)

IV.E GENERAL: The urban population

- .1 HOUSING: DWELLING TYPES
- .2 Urbanization and urban planning
- .3 The diminishing contrast between Paris and "la province" (the rest of France)
- .4 The continuing attachment to one's region, and the demand for decentralization, vs. patriotic devotion and apprehensions: I.A.11, .12

IV.F TRAVEL AND TRANSPORTATION

- .1 THE GEOGRAPHICAL CONDITIONS TO BE MET
- .2 THE RESPONSE; radiation from cities (cf. I.C.13)
- .3 Railroads
- .4 The highway system (routes nationales)
- .5 The rivers and canals
- .6 Aviation
- .7 The increasing travel in and beyond "the hexagon"

V. THE INDIVIDUAL

V.A INTEGRATION OF THE PERSONALITY FOR SELF-CONTROL AND PURPOSEFUL ACTION. See I.A, B, C for the core of shared traits that constitute the "basic personality" and the mode (the range of variation containing the bulk of the cases) of each trait, which is the basis for defining the population's "modal personality." This section V concentrates upon the internal organization and variability of an individual, and upon his reactions to the shared patterns and institutions — reactions of conformity, revolt, or exploitation to achieve other ends than the professed purpose. Thus, studies tracing the life cycle of individuals can best be inventoried in V.C, but the generalizations to be abstracted from such studies will belong in the sections on shared patterns.

V.B INTEGRATION AT THE ORGANISMIC LEVEL

.1 BIOLOGICAL, INCLUDING GENETIC, FACTORS IN BEHAVIOR (For nutrition, see IV.D.1. For disease patterns, see IV.D.2.)

.2 DREAMS

V.C INTRAPERSONAL VARIABILITY

.1 THE LIFE CYCLE OF THE INDIVIDUAL

.2 SHORT-RANGE VARIATION AND VACILLATION

V.D INTRAPERSONAL CONFLICT

.1 CONFLICTS RESULTING FROM INDIVIDUAL VERSIONS OF THE VALUE SYSTEM AND INSTITUTIONAL NORMS. (This inventory assigns to I.A. the tensions among main themes, which in France focus around the conflicts between individual indulgence and the social restraints; between old kinds of security and the adaptation to new conditions; and as part of the latter, the conflict between the jealous guarding of privacy and a need for community: a need for the kinds of fulfillment once afforded by the village or the urban neighborhood.)

.2 RESPONSES TO INTRAPERSONAL CONFLICT: MECHANISMS OF ADJUSTMENT AND DEFENSE. A rather wide discrepancy between the attitudes one feels free to avow in public; among intimates; and to oneself. (This spread is narrowing, as young people find ways to overcome the hypocrisies and reticences of their predecessors.)

.3 AVOIDANCE OF CONFLICT: Expiation of guilt and shame; escapism through the arts or reductivism (far-west movies; *Jours de France*, a successful magazine avoiding problems; Mme. Soleil, popular astrologist). Avoidance of confrontation with authority (l'horreur du face-a-face) which threatens one's feeling of individual autonomy.

V.E INTERPERSONAL VARIATION (Individual differences)

VI. THE CROSS-CULTURAL ENVIRONMENT

Attitudes toward other cultures and toward international and supranational organizations alphabetically arranged in a single list. Data are stored under the headings of the five sections above and their subsections. For example, French views of the values of another people or of a cross-cultural organization are stored under VI: I.A.

The French-speaking areas outside France are being inventoried under the same headings as for France; each country or province where French is the native or the second language is included in its alphabetical place. From a comparison of the separate inventories it will one day be possible to extract the features that are demonstrably common to the whole culture area.